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INAUGURAL

of

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President

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The Future of The Pennsylvania State College

INAUGURAL ADDRESS

by

President John M. Thomas

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ON June 14, 1855, in the City of Harrisburg, at the office of the Pennsylvania State Agricultural Society, the Governor of the State, the Secretary of the Commonwealth, and seven other citizens met for the organization of a new type of educational institution in the Commonwealth of Pennsylvania. Their authority was an act of the Legislature approved February 22, 1855, constituting them trustees of "The Farmers' High School of Pennsylvania," "an institution for the education of youth in the various branches of science, learning, and practical agriculture, as they are connected with each other." Distinctions between grades of schools were not exact in 1855, and it was twenty years before the term "High School" came to be applied consistently to the public secondary schools. The school Governor Pollock and his associates had in mind was an institution of college or university rank. Every reference in public address or private letter by Frederick Watts, their spokesman and the first Chairman of the Board of Trustees, is to an institution of collegiate grade. Doctor Evan Pugh, the first President, said to the students in his inaugural address, "You are here as members of the first Agricultural College which has gone into successful operation in the United States," and he never referred to the institution as anything but a college. But the term "college" was avoided in the charter in order that there might be no confusion with the existing type of literary college, and no misunderstanding that here was an attempt to make a new start in the educational enterprises of the nation.

A New Type of College

The college was to be of a new order in that the emphasis was to be upon science, not upon letters. There was

to be a definite abandonment of the traditional curriculum. "The object of the Farmers' High School," said the first catalogue, "is to afford a system of instruction as extensive and thorough as that of the usual course of our best colleges; but to differ from the latter in devoting no time to the study of the ancient languages, and in devoting a correspondingly large time to scientific instruction." It is difficult now to realize how revolutionary that statement was in 1859. It was the announcement, not of a revised curriculum, but of a new genus in American educational institutions.

That this college was designed to be a new order was indicated further by the fact that it was to be, not an instrument of general literary culture, but frankly vocational, to prepare youth as definitely and practically as possible for specific callings, and in particular for the occupation of a farmer. The aim was to provide for the more ambitious youth a college education which would not by its very nature attract them away from the farms and factories and send them into the learned professions, but which would return them, or at least some of them, to their homes with the knowledge, skill and character to make them successful in the occupations pursued by the great body of citizens. This was a new purpose and ambition for an American College, and it was fully recognized that the institution would need to be organized on a new system in order to fulfill its function.

Underlying Purpose of the New College

But there was something deeper and more fundamental in the minds of the projectors of the Farmers' High School. They were looking toward the extension of higher education to a new class of students, and the inclusion in its benefits of

all classes and conditions of men in the great American democracy, especially of the people on the farms and in the industries. All American colleges, then as now, were theoretically democratic, and the doors of all were generously open to youth of every class and station. But the youth who sought them from the farms and from the homes of workers were led almost inevitably from the occupations of their fathers. The colleges did not train their students for industrial life, and business and the industries did not feel the need of such men as the colleges then trained. The result was that industry, agricultural and other, was without educated leadership and was losing its power and influence in the political and social life of the Republic. Democracy was in peril because dominance in affairs was tending to pass into the hands of the learned men of the professions, while the great masses of men of business and men of the farms and industries were without the ability and skill to bring their power to bear. "The great body of our citizens," said Frederick Watts, "have not the power and the influence which they ought to have for the proper balance of power in our political and social relations. Something must be done to increase their power—how shall we do it?"

Now note the answer: "Education will impart influence, but it must be such education as will lead to the desired end. . . . . Here is our want. At present we" (i. e., the great body of citizens) "have no suitable college in existence. . . . . Now the institution we are striving to establish, at the earliest possible period, is intended to supply this great social, political, moral and economical want."

That utterance of the first President of our Board of Trustees made July 2, 1857, to an audience of

farmers in a barn on this campus is worthy of preservation in the history of American education. For the foundation of this college was part of a widespread movement toward scientific and industrial higher education in the middle of the past century, and in all the prophetic utterances which stimulated that educational revolution none penetrates more deeply into the underlying causes of it than those words of Frederick Watts.

The New Type of College and American Democracy

The new type of American college was due to the instinct of self-preservation in American democracy. It was the effort of the great body of citizens to maintain their place and power in social and political affairs. The pioneer with the axe and the plow had won for the nation its magnificent home. He had penetrated through these valleys, over the Alleghenies, down the great valley of the Ohio, and over the boundless prairies to the Rockies and the Pacific. In subduing the continent, he had wrought the national character,—the manhood of the frontier, strong, hardy, independent, resourceful, full of energy, enthusiasm, and the love of freedom, insistent above all things upon absolute equality of all men in right and privilege. But the men who had conquered the forests and fought the savages found themselves unequal in councils of state and in social privilege to the men of the cities and the learned professions. When they turned to educational institutions for the knowledge that would give them power, they found they could attain skill in large affairs only at the sacrifice of the occupations to which they had given their life. There were no American colleges to match the chief interests and occupations of American life. The schools of higher learning

which had been scattered carelessly on western territory during the frontiersman's advance across the continent were utterly inconsonant with the life which had grown up about them. They were weak copies of seaboard institutions, which in turn were replicas of the aristocratic universities of England and which had changed marvelously little in studies, manners and purposes from their European models.

For the saving of his manhood wrought in his fight with the wilderness, for the maintenance of the equality in right and privilege earned by his giant labors and granted him by the Constitution, the American began the erection of his own type of higher school. The movement had no single exponent who adequately symbolized it, and its story must be brought together from scattered sources. But whether in Pennsylvania, Michigan, Ohio, or in Illinois, where for twenty years Jonathan B. Turner pled the cause before agricultural societies and teachers' conventions, the fundamental idea was the same,—to provide education of the highest grade free and open to all classes, for the children of the farms and shops and factories, and to give them such education as would not remove them from common industry and business, not even the business of the farm, and thereby to raise the level of American industrial life to an equality with professional life. It was an attempt to realize democracy, to make good the doctrine of the Declaration that all men are created equal, or as Frederick Watts put it, to increase the power and influence of the great body of our citizens.

The Morrill Act and the Land-Grant Colleges

The culmination of this educational revolution was the approval by President Lincoln on July 2, 1862, of the act sponsored by Senator Morrill of Vermont, which

granted lands from the national domain for the endowment, support, and maintenance in each state, which cared to accept the provisions of the Act, of a college that would realize the ambitions then stirring in the masses of the nation. The needs of the agricultural and industrial classes were first in mind, and it was prescribed that the institutions thus created by joint authority of the federal and state governments should be colleges where "the leading object should be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts." The broad purpose to democratize higher education, to provide for the ambitious youth of all classes the widest and most extensive opportunities and advantages, was set forth in the declaration that the purpose of the land-grant colleges was "to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

The Morrill Act and the designation of this institution as the college to carry out its purpose in the State of Pennsylvania both clarified and broadened the aims and objects of the projectors of this college. From that time forward the goal was clear and the educational aim was enlarged to include a thorough education of college grade and also at the same time a practical and liberal training for positions of responsibility in any of the industries of the state. The institution took its place as one of the land-grant colleges of America, and in due time the name was changed to "The Pennsylvania State College."

One still hears occasionally the suggestion that a lang-grant college, and this college in particular, should confine itself to the teaching of agriculture exclusively. A college is under obligation to carry

out the terms of its charter, and the charter of this college includes the Act of the Legislature of 1863, accepting the grant of the Morrill Act "with all its provisions and conditions," to which acceptance the far-reaching engagement was added, "the faith of the state is hereby pledged to carry the same into effect." Unquestionably the provisions and conditions of the federal act of 1862 cannot be carried out without a strong and worthy school of agriculture, generously supported and directed in all its operations toward the promotion of all agricultural interests of the Commonwealth. Loyally and with utmost sympathy with the endeavor The Pennsylvania State College throughout its history has recognized and discharged that obligation and today is eager to perform its full duty by the fundamental industry of the nation. But just as clear as is our duty to teach agriculture is our obligation also, in this mighty industrial state, to teach engineering and mining and natural science and the liberal arts. In Pennsylvania we cannot "promote the liberal and practical education of the industrial classes in the several pursuits and professions of life" without regard for the youth, farmers' sons as well as others, who wish to equip themselves for positions of responsibility in the mines and mills, the factories and schools, the transportation systems and commercial enterprises of this great state.

Justin Morrill was a master of exact language, and if he had intended the organization of farm schools, devoted solely to empirical instruction in practical agriculture, he would have found words to express his purpose. It was the youth of the industrial classes whom the Vermont storekeeper and son of a blacksmith had in mind. He sought to provide for them a liberal education as well as a practical train-

ing. His statute forbade the exclusion of any scientific and classical studies which the needs of aspiring youth required. Behind his effort was a mighty nation-wide popular movement as was indicated by the passage of the Act by two successive congresses, the second time by an increased majority in both houses. That movement was the endeavor of the industrial classes, especially of the great body of intelligent American farmers, to extend free popular education into the upper grades, and to make that education both broad and practical, thoroughly American, and suited to the people for whom it was intended. It was not a movement from within the schools or the learned circles; its sponsors and advocates were not educational leaders or professors in existing institutions. They were far-sighted commoners from the rank and file, and the whole movement was the press upward of democracy into higher education.

The Pennsylvania State College has been true to its charter and loyal to its genius, not only in the furtherance of agriculture, but also and equally in the development of strong schools of engineering, natural science, mining, and liberal arts. It has not broadened its curriculum more than was necessary and right in order to carry out the specific terms of the Acts of Congress and of the State Legislature. Its trustees would have been false to the trust reposed in them if they had consented to a more restricted educational program. The young people of the Commonwealth by the steady increase of their number who have sought the industrial courses have set their approval upon the broad opportunities offered them. No work of the public institutions of the nation has been more in the spirit of the movement which founded them than the inspiration which came to

hundreds of the graduates of this college in its chemical laboratories under the genius of Doctor Pond.

There is not time today to recite the history of this college, but I cannot resist mention of the appeal of President Pugh to the Legislature not to divide the Morrill fund among several institutions. It is one of the ablest documents in the early history of the land-grant colleges. He was a giant of a man that first President. Teaching school and working as a blacksmith to pay his way to the laboratories of Europe, the Quaker youth made contributions to science which are still recited in the history of chemistry. The course of study he laid out for this college was a half century ahead of his time. The trials and obstacles he overcame in the early years of this college almost surpass belief. In this day of confidence and hope, it is fitting that we pause a moment in honor of the memory of the first President and the first martyr of The Pennsylvania State College,—Doctor Evan Pugh. Two other names stand out in the story of its hard, heroic struggles,—General James A. Beaver, the sturdy fighter for Penn State for nearly half a century, and Doctor George W. Atherton, President for twenty-four years, father of the school of engineering, under whom the college first began to come to its own in the Commonwealth of Pennsylvania.

A State Institution

Whether in dark days or brighter, this institution has held true to its charter, and has developed steadily, though sometimes slowly and painfully, toward the hope of its founders as the public institution of higher learning of the Commonwealth of Pennsylvania. From the first projection of a Farmers' High School in the meetings of the Pennsylvania State Agricultural Society, the purpose has been kept steadily in mind to

affect this college to the fullest possible extent with a public character and public duty. Its trustees were chosen by the people through the state and county agricultural societies. It was directed to render "a full and detailed account of the operations of the institution" each year to the Legislature. Funds from the public treasury completed the erection of its first building, and from the first it was expected that the college would be supported by the state. Representatives of the state government, never less than three, have served continuously in its governing body. It is now and always has been solely dependent upon state and federal funds for its maintenance. It has always been free and no Pennsylvania student has ever paid one penny of tuition into its treasury.

Its genius and spirit are that of the great state institutions of the West, with whom it has shared the benefits and obligations of the Morrill Act. Like them it regards the whole territory of the Commonwealth as its campus and its field of service, and today its representatives are in sixty-two counties of the state, co-operating with the Federal and State Departments of Agriculture and carrying directly to farms and homes the latest knowledge of agricultural experiment and research. In shops and factories also, and in the mines of both the eastern and western sections teachers from this college are bringing the light of science, so far as resources permit, to the great industrial population.

The State College Should Become the State University

President Atherton looked forward to the time when the college should still further broaden its function and change its name accordingly. When Governor Pattison opened the engineering building in 1893, he

said, "May agencies arise when a public system of education in Pennsylvania shall extend from the primary through the graded school to the university." When he finished, Doctor Atherton said, "I want to add that this shall be the university." The time has now come, after the twelve years of notable advance under the leadership of Doctor Sparks, when the ambition of Doctor Atherton should be realized and The Pennsylvania State College should frankly assume the name and function which its present strength and service justify, and become in name as it is now in fact The Pennsylvania State University.

We have now a state university in all but name. Our school of agriculture is recognized by experts as one of the strongest in the nation. In point of attendance of agricultural students, it is the third largest in the country. Its services to agricultural science during the past fifty years have been among the most notable. Wherever, the world over, is intelligent interest in nutrition and the conservation of food, the name of Armsby is held in honor. No college of agriculture in the United States has so good a farm close at hand for operation and experiment as we have in our two thousand acres. On these farms are the oldest fertilizer experiments in America, referred to in all discussions of preservation of soil fertility. Here are the largest experimental orchards in the United States devoted to the study of methods of orchard culture. This school of agriculture is the only cause you can name why Pennsylvania in ten years has advanced from thirteenth to seventh place in the value of agricultural products.

Another worthy integral element of a state university already existing here is our school of engineering.

We have 30 per cent more students in engineering than we have in agriculture. A year or two ago ours was sixth engineering school in the country in point of attendance, and had facilities been furnished us for well qualified students who were eager to enter—Pennsylvania students—we should today rank third. In ten years the engineering school has increased its attendance from 675 to 1100. More than 900 engineering graduates are today serving the industries of Pennsylvania. Of the 2580 graduates in engineering, in civil, mechanical, electrical, and other courses, 60 per cent are in engineering occupations today, 65 percent of them in Pennsylvania. In this mighty industrial state, the first in the nation, nothing but lack of resources stands in the way of development of an engineering college second to none. The personnel and the spirit on which to build it are already here.

Our school of mines, though the youngest of our schools, enrolls a larger number of Pennsylvania mining students than any other mining school in the state. The buildings are not creditable to the first mining and metallurgical state in the country, but the foundation has been laid for a college of mines worthy of Pennsylvania.

The schools of liberal arts and of natural science, into which years of devoted and skillful labor have gone, the departments of home economics, military science, and physical education are here as the constituent elements of a university. The large department of education presses for recognition as a separate school. Last year we enrolled 114 candidates for advanced degrees, in addition to graduate students at the summer session. In at least a score of departments of instruction, we have today sufficient facilities for study for the degree of Doctor of Philosophy. The college has been too modest in its published

statements concerning its graduate work, and many an institution with a pretentious graduate school has fewer advantages and is doing less work of graduate grade than we now do on our campus.

No Obstacle in Constitution

There is nothing in our constitution or organization to prevent the addition of other technical or professional schools, by creation here or by affiliation with existing schools elsewhere, as the needs and welfare of the Commonwealth may demand. Here are the foundation and the structure carefully and painfully built up for nearly three-quarters of a century for a state university worthy of the imperial Commonwealth of Pennsylvania. The background is here, the subtle but most substantial spirit and genius out of which alone a university of the state and for the state can be erected. There is no example in the history of American higher education of a large and successful state university built upon a private foundation. In this learned company I make that statement without fear of challenge. It has not been done because it cannot be done. You cannot inject the quality and genius of the American state university into an old established institution fathered by private motive and developed under private control.

On the other hand, the land-grant college has grown into, or has been attached to, a state university in no less than twenty-three of the commonwealths of this nation. In the list are such great institutions as the Universities of Wisconsin, Minnesota, Illinois, California, and Ohio. No less than nine have made precisely the change of name which I am suggesting for Pennsylvania. Only a few months ago both Maryland and Delaware took this step, and the end is not yet. The more far-sighted knew at the begin-

ning that something far greater than schools of agriculture alone would be the outcome of the Morrill Act. Abraham Lincoln said to Jonathan B. Turner, "If I am elected, I will sign your bill for state universities." The advance from land-grant college to state university is a perfectly natural and normal one. There is involved no change in ideal or purpose, but only an expansion of educational program and an enlargement of the field of service.

The State Owns and Controls the College

This college is now ready for such expansion. Only one other institution in the United States of so many students and none of so extensive courses of study still bears the name of college. No radical changes are involved, and there are no insurmountable obstacles, either legal or sentimental. If there is anything in the constitution or structure of The Pennsylvania State College which in the judgment of the people should be altered in order that it may become The Pennsylvania State University, the institution so far as lies within its power stands ready today to make the necessary change. The equitable title to its $4,000,000 plant is already in the Commonwealth. This campus and these buildings should be regarded as truly the property of the state as the State House at Harrisburg, and if any declaration or other instrument from our trustees is necessary to that end, it will be forthcoming on demand. Some of our trustees are now elected by agricultural and engineering societies, a method which when it was devised was believed to insure public control. The present Board is able, harmonious, representative, and efficient, but if any change in method of selection is necessary or desirable to assure the people of this Commonwealth that this institution is absolutely under their control

and sensitively responsive to their wishes, that change will be made. We are not only willing to make it, but I am sure I speak for every Trustee and for every alumnus when I say that we are eager to make it. The moment we discover that such change is desired or thought wise by the people of the state, we could not be true to our past, to the memory of Pugh and Atherton and Beaver, if we did not stand ready to do anything in our power to assert and maintain the full and absolute ownership and control of this institution by the Commonwealth of Pennsylvania.

From Thaddeus Stevens to State University

April 11, 1835, in the House of Representatives at Harrisburg, Thaddeus Stevens of Lancaster, an emigrant from my own green hills of Vermont, against a hostile House, instructed by their constituents to the contrary, by the sheer might of his eloquence and his heart of love for the humble and the poor, burned into the conscience of Pennsylvania the principle that the common schools should be free to the children of all the people. In course of time, by natural development, the free public schools have been extended to include the secondary grade, and today there is a path to the free public high school for every child of the Commonwealth. From out its poverty and meagre resources, in days of misunderstanding and cruel criticism, at one period without a penny from the treasury of the Commonwealth for nearly a score of years, its buildings mortgaged, efficient leadership nowhere to be found, this college of the humble beginnings has kept open through all these dark years one door through which the youth of this state could enter freely to secure an education of the highest grade as provided by the state. Over and over again the door has been too narrow, and

we have been obliged to say to many that there is no room. For many years the privileges provided were too meagre to be worthy of Pennsylvania, and even yet in many respects they are not worthy. But now we offer all we have, and all our strength and devotion, that Pennsylvania may complete her system of free public education by a university where the humblest may have like privileges with the most favored in the best that American education can provide.

State University as Crown of Public School System

In this day there can be no argument that no state educational system is complete without a free state university as its apex and crown. That does not mean that the state university is to dominate and control the lower schools, still less other institutions of higher learning. It means merely that free public education shall not stop with the high school, but go on to college grade. It means that it is the conviction and will of the people of the state that the higher reaches of education, education unto leadership and for the professions of which the public has need and which lead to the most ample rewards, shall not be the privilege of the few but the right of all. Not until public education is crowned by a free public university is democracy sincere in declaring that all men are created equal and that the doors to the highest service and the noblest personal attainment are open to the humblest who can show himself worthy to enter them. It is too late to dispute the doctrine that all the resources of a state are liable for the education of every last child in the state. It is too late in free, democratic America to question the obligation of the state to summon its ambitious youth to free and equal opportunity in the most ample learning America can afford. We are dealing to-

day with no trifle of the name of an institution. A state university means a call to the heights to every last child in the Commonwealth, and an increase of self-respect and dignity in every citizen. It means a nobler and worthier estimate of manhood in every home in the Commonwealth. It means that we shall measure man in Pennsylvania, not by what he may learn as a child, but by what he may acquire when the treasures of learning and science are open to him in his full manhood power.

A University Worthy of Pennsylvania

If Pennsylvania is to have a university acknowledged as an integral part of its public school system, it must be worthy of Pennsylvania,—worthy of the youth of this Commonwealth, worthy of this state of imperial domain, blessed in natural wealth above all others in the nation, whose coal is of greater value than all the gold of the earth, whose iron and steel is the greatest single industry in the world, which has a greater diversity and a larger amount of industry than any other commonwealth and at the same time is exceeded by only one in its rural population. If Pennsylvania is to have a state university, it must be worthy of the most noble history and traditions of this mighty Commonwealth,—of William Penn and Benjamin Franklin and Albert Gallatin and Thaddeus Stevens, and of the sacred memories of Independence Hall and Valley Forge and Gettysburg. We must either do a big thing or nothing at all. It would be most ignoble to project as the cap-stone of education in Pennsylvania an institution narrow in scope, meagre in facilities, or cheap and tawdry in buildings and equipment. The dignity and the honor of a magnificent Commonwealth are at stake, and the only worthy ambition

and goal is a university second to none in this nation in the excellence and beauty of its plant, in the calibre and scholarship of its faculty, and in the nobility and worth of its ideals of service.

If Pennsylvania is to extend public education to include the higher grades, it should be in one state university, not more. In no state which supports two state institutions is there general satisfaction with the results. In every state which has both a State University and an agricultural college there are fewer agricultural students in proportion to the population than in states in which the agricultural college is an integral part of the state university. The counsel of experts is unanimous and positive against dividing the effort of the state in higher education. Later experience has only given added force to the observation made by President Prichett a few years ago, that "the greatest weaknesses in the maintenance of good standards by the state universities have been exhibited in those states where the state institutions of higher learning are conducted in two or more colleges instead of being united into a single institution. In such cases it has almost inevitably happened that an unwise competition has sprung up, demoralizing alike to the institutions themselves and to the public school system. Generally, the rivalry appears in the form of a competition between the state university and the state school of agriculture and mechanic arts. Duplicate courses are established at the two institutions, and low standards of admission, and log-rolling with the legislature, are the natural outcome."

Ten Thousand Students

There are now nearly 9,000,000 people in this state, and if the same proportion were to seek higher education as are now in attendance in universities and colleges in the en-

tire country, there would be 50,000 college students in this state. Certainly the youth of Pennsylvania are not less ambitious for higher education than the average of the nation. It may be fair to assume that four-fifths of this burden will be undertaken by the private and denominational universities and colleges. It is reasonable to expect the Commonwealth in its own institution to make provision for one out of five, especially when it is considered that there are fields such as agriculture which on the ground of expense or for other reasons private institutions will not care to enter. Not in ambition for numbers but in consideration of its obligation to the Commonwealth this institution should anticipate expansion to 10,000 resident students. Already that number has been reached by institutions in other states which Pennsylvania should strive to emulate.

The Trustees have taken the initial steps in the preparation of a building program for an institution of that size. On this most beautiful site, at the exact center of the state, with ample spaces for development, and with the worthy buildings already in place, it should be possible to construct an educational plant of dignified and harmonious structures, which should fitly express their civic character, and which the citizens of the Commonwealth would be proud to own, an object lesson of the place that education holds in the hearts of the people, and emblematic of the strength and wealth of the keystone state and of the intelligence and character of its people.

Educational Program

If we are to have a university worthy of Pennsylvania, we must preserve every portion of the magnificent educational program already in force, evolved with rare foresight by the leaders of the past and preserved through trying years by tremendous sacrifice and labor. We

must strengthen every school we already have, the largest as well as the smallest, playing no favorites and asking only where is the greatest need and where is the greatest possibility of service to the state. For the sake of every school we should add a graduate school just as soon as it can be adequately supported. To meet the needs of the state, we should have a School of Education, a large and worthy school of teacher training. Over 2,000 persons without college degrees are now teaching in the public high schools of Pennsylvania. By recent statute after 1927 the qualifications for secondary school teachers in the public schools of the state will be notably advanced. This institution should do its part in offering studies for college credit in summer and extension courses for those now teaching who desire to meet the conditions, as well as in training those who will be needed for new positions.

If we are to do this, we must increase largely our accommodations for women students. Pennsylvania has hardly been fair to her daughters in public higher education. I should like to see on this campus a Home Economics laboratory the equal of any in the country, and a group of homes for women enabling us to multiply several times the number now in attendance.

The heart of any college or university is its school of liberal arts. The student of engineering, mining, or agriculture, the man who will go directly into business, not less than the man who intends the study of the law or medicine, needs strong inspiring courses in literature, history, mathematics, economics, philosophy, and political science. In the technical college or university these departments need to be all the stronger for the reason that students have less time for such studies. The manhood and the culture

needful for the educated man of any calling cannot be secured through a few elementary courses in language and mathematics in the Freshman year. I would find place in the Junior and Senior years of every technical course for required studies in political science and economics, conducted by the most enthusiastic and inspiring teachers who can be found. Nine-tenths of a man's reading after he leaves college is on subjects related to these departments, and it is essential that he be master of the fundamentals. A state institution should above all things educate good citizens and the studies fundamental to good citizenship should be strongly represented in its curriculum.

We cannot do justice by liberal arts until we make large additions to our Library. The building, the provision for new books, and that for administration are all inadequate for the institution we have today.

Research If we are to become the State University of Pennsylvania, we must largely increase our facilities for research. The citizens of the state are familiar with the great benefits that have been derived from the researches conducted by our School of Agriculture. They have added millions to the agricultural wealth of the state, and have brought new life and enthusiasm to agricultural pursuits. Those investigations have been supported largely by the federal appropriations through the Hatch and Adams funds. The state has added almost nothing to them. The generous provision of the national government for agricultural extension is bringing to the college more questions than we can answer. There is not too much extension, but there is not enough investigation going on to support the extension service.

Most inviting fields of investigation are open, not only in agriculture, but also in every school and department of the college. Problems press for solution in engineering, in mining, in chemical industry, the study of which would infuse new life into the laboratories, and the results of which would be of untold value to the people of the Commonwealth. Pennsylvania cannot always retain its pre-eminence in industry by virtue of its natural resources. The work of the scientist and the expert is necessary to the continuance of our prosperity, and money spent in their encouragement will return many fold.

Extension Through its agricultural extension staff of 127 workers there flows out from this campus to every corner of the state a steady stream of influence toward better agricultural methods, and toward worthier and ampler life in the farm homes. These missionaries of agricultural science teach the value of the silo, and how to spray potatoes, and how to increase the profits of the dairy. But they teach much more. They are making farmers talk chemistry and imbuing the masses of the people with respect for the man of science, the man who knows. As an institution of higher learning, we glory in this work. A few years ago at the inauguration of a New England president, it was said: "Now a new American ideal has arisen in the state universities of the West, then as now inchoate, heterogeneous, sprawling, but showing the world for the first time in history the spectacle of an entire people striving to give itself a higher education, proclaiming that the studies which in other lands and other centuries were the luxuries of the few have now become the necessities of the entire democracy." Gladly we place ourselves at the side of the western state uni-

versities as thus defined. It is in our heart, so far as we are able, to teach all knowledge to all men within the field assigned to us. It is our creed that the studies which in other lands and other centuries were the luxuries of the few are now the necessities of an entire democracy. And in pursuance of this conviction, we are eager to "sprawl" if that be the proper term for the carrying of educational advantages to the homes of the people. If so privileged, we will "sprawl" to the remotest valley in this Commonwealth with the science which Armsby and Babcock and Dorset have illuminated in the laboratories of agricultural colleges. We will "sprawl" into the shops and factories, into the homes of miners and coke-burners and steel workers, and teach them the facts of science underlying their work and more efficient methods in their labor and ways of accident prevention.

There has been only a beginning of adult education in America, and the greatest future of the public institution of higher learning in this country is in educational extension.

Can Pennsylvania Afford a State University?

I have tried to show that the field and work of a state university of the western type are natural to this institution, and to outline some of the developments necessary on the basis of our present plant and program. I am aware that the undertaking is a large one, even though the development of The Pennsylvania State College for sixty-five years has been toward an institution of this type. The rural population of Pennsylvania is larger than that of the six New England states with their six agricultural colleges. The Pennsylvania State University would have a larger total population to serve than the three

great state universities of Michigan, Minnesota and Wisconsin combined or than all the universities of Canada.

But can Pennsylvania afford a state university? I answer that no state in the union can better afford it. Her aggregate wealth is more than fifteen billions of dollars. The value of her farms alone exceeds a billion and a quarter. She pays one-sixth of the income taxes of the United States. Her manufactures exceed two and one-half billions a year, more than one-tenth of the country. Taxes in Pennsylvania are lower than in any other state in the North. The state could build the largest university in the Union, and provide for its maintenance accordingly, and her taxation rate for purposes of the Commonwealth would still be lower than that of any other state north of Mason and Dixon's line.

The state could build and maintain her own university without a dollar of additional expenditure with the money now bestowed as subsidies to private charitable and educational institutions. It is a wrong principle to grant public funds for private work. If the work is public, the public should support it entirely and control it absolutely. If the work is private, or if it belongs properly to a lesser political entity than the Commonwealth, the largess of the state only serves to remove responsibility from where it belongs. The state will never do its duty by its poor and unfortunate by the hit-or-miss method of subsidy wherever private initiative happens to be active. That method is insufficient and unscientific, and its continuance for many years has probably done more than anything else to injure the fair name of Pennsylvania among philanthropists and social workers in other commonwealths.

In addition to the forcible objections usually

brought against this practice, I would urge that the practice of subsidizing private institutions is uneconomical for the state. It robs the public of the earned capital increment of its appropriations. When public money is appropriated to a private institution, there is a certain temporary return to the public in the service rendered. If it is an educational institution, the return is in students educated, teachers trained, or similar work. But there is a permanent value from the public gift, and a very great one, which does not accrue to the public, but which inures to the private corporation controlling the institution. That is the increment of strength in general good-will, increase of scientific reputation, alumni loyalty, and other intangible assets of great value, which are lost to the state whenever either party dissolves the partnership. What the state fosters and builds, that should be the property of the state. Think of what states like Michigan, Illinois, and Minnesota have today in their magnificent state universities. They own them for any public educational service which the will of the people demands. They cannot lose what they have put into them at the whim of a corporation or an alumni association. How much poorer would those states be if they had spent equal money in helping the work of a half-dozen private colleges!

But instead of asking whether Pennsylvania can afford a state university, we should ask rather, Can the great Commonwealth of Pennsylvania afford not to have one? Can we afford to say to the youth of this state, if you had been born in Ohio or Wisconsin, you might have attended a magnificent university provided by the state. If you were a citizen of Utah or Arizona, your own state university doors would swing open to you. But you had the mis-

fortune to be born in Pennsylvania, and Pennsylvania was too poor to follow the example of twenty-three other states and develop its land-grant college into a real state university. I cannot believe that it is the will of the people of this great Commonwealth that such answer should be returned to its ambitious youth.

Relation to Other Institutions

We ask today the good-will of all sister institutions and the co-operation of all citizens of this state in the expansion of this college into The Pennsylvania State University. In this step we intend no hostility or injury to any other institution of the state, small or large. There is a field for each, ample and inviting. The large university under private control, free to fix its own policies, free from political pressure, is in enviable position by virtue of its perfect liberty in the selection of special fields of learning and research and its freedom to maintain its traditions and its historic genius unmindful of popular demands. The small college also, particularly the college which focuses the interest of a religious denomination in higher education, has conferred inestimable benefits upon this nation, and in thorough scholarship in the fundamental branches of higher education and in peculiar opportunity for the development of character in its students the small college will always have its own attractive field and will render service of greatest value. This should be a day of co-operation in education as in business. The prosperity of one institution is the stimulus of all. An adequate state university at this central point of the state would be a benefit to every other institution in the state.

Appeal to Alumni

I appeal to the alumni of Penn State to show their faith in its future by gifts to the college proportionate to their hopes.

The recent legislature was asked for $2,885,000 for buildings urgently needed, a sum very much too small considering that we are ten years behind institutions in other states, but we received only $250,000. To accept that result is to stand practically still for two years. A state institution ought to be built by the state and we must not relax our efforts until Pennsylvania has placed on this campus an educational plant adequate to the work we have to do. But an emergency confronts us. We are turning away applicants for admission, citizens of Pennsylvania, a thousand a year. We are checking the growth of departments of investigation and instruction which are of incalculable value to the industries of Pennsylvania. That must not be. This college must go forward and go forward now. We cannot wait. Delay means denial of opportunity to boys who will never have another chance. We must go to the next legislature with a broad popular movement behind us which will force aside all obstacles and challenge the people of Pennsylvania to place this college where it shoud be among the state universities of America. Nothing would better evidence such a movement than the erection on this campus of buildings sorely needed, such as residences for both men and women, a hospital, a gymnasium and recreation building, which in a state institution can appropriately be built from private gifts. Alumni of a state institution are not released from obligation to their alma mater, and a great democratic public service institution like ours may well appeal to generous citizens as an appropriate object of benevolence. How can one better express his patriotism than by gifts to the institution of his state where the most ambitious youth have free and equal opportunity in education unto the highest service?

I propose therefore an endeavor to secure $2,000,000 as an Emergency Building Fund to be obtained from alumni and friends of the college, and to be used for such buildings as are proper to be built from private funds in a state institution. The times are unfavorable, but the needs are great, and we must meet them now. Nothing will put the might and conviction of the people behind us like a successful effort to help ourselves, and the harder the times, the greater the honor and reward of success.

Difficulties and Encouragements

I am not unaware that the program I have sketched is exceedingly large and difficult. The building of an adequate and worthy state university in the Commonwealth of Pennsylvania is a tremendous undertaking. My friends, I cannot build such a university. The Trustees and Faculty and Alumni of this state college have not the power and ability to build it. If we could, it would not be The Pennsylvana State University. This university must be built upon the conviction and by the will of the nine million people of this Commonwealth. If it be their desire and judgment that on the foundation laid by a handful of earnest farmers sixty-seven years ago an institution of the people and for the people shall be erected to crown the free public education of the Commonwealth, nothing can prevent it. Whether such be the will of the people of the state, I do not know. But these things are clear. There has been a steadily deepening conviction on the part of the people of Pennsylvania for many years that the state should complete its system of public education by a university owned by the Commonwealth and entirely under public control. Plans for the erection of such a university by other means than the expansion of

this college already owned by the state have not met with favor and have been abandoned. The normal schools of the state have ceased to be private enterprises, and are united under the control of the Commonwealth for the training of elementary teachers. The State Department of Public Instruction has been greatly strengthened, efficiently organized, and with remarkable unanimity the people have rallied to its generous support. An educational program adequate to the needs of the state in all except higher education has been undertaken with enthusiasm. The Supreme Court has rendered a decision precluding further state appropriations to sectarian institutions. This state college, founded on the model which has developed state universities in twenty-three other commonwealths, protected of Almighty God through a half century of penury and adversity such as almost no other American college has endured, has advanced steadily, and in recent years rapidly, in attendance and influence, and in the good-will and confidence of the people of the state. Everywhere it is spoken of as the people's college. It has students in numbers from every county in Pennsylvania, far and away the most representative student attendance of any college in the state. The youth of Pennsylvania believe in it, and besiege us with pleas for admission. The farmers believe in it, the business men believe in it, the people generally believe in it. Its courses of study are more complete than those of many state universities now existing. Its educational program requires but few additions to make it one of the best rounded state universities in the nation. It needs only the change of one word in its name to take its place with the most noble product of American democracy, the American state universities.

I have taken today the only position as to the future

of this institution which can be taken consistently with the spirit of its founders and the steady advance of the college to its present power and influence. The guiding of Providence and the steady push of events, in other institutions not less than our own, have been toward the establishment of Pennsylvania's University here. Humble before the opportunity and responsibility, we tender all we have and our utmost effort in the future to the good people of this state, and loyally await their will.